



International Journal of Advance Studies and Growth Evaluation

Emotional Intelligence and its Influence on the Professional Readiness of Student-Teachers

***¹Dr. G Sujana Florence**

^{*1}Assistant Professor, Department of Education, Guru Nanak College of Education and Research, University of Mumbai, Maharashtra, India.

Article Info.

E-ISSN: 2583-6528

Impact Factor (SJIF): 5.231

Available online:

www.alladvancejournal.com

Received: 11/Feb/2023

Accepted: 17/March/2023

Abstract

In today's competitive world emotional development plays a key role in shaping the individual to adjust with the changing environment. It helps to name the emotions and to manage that emotion. Emotional intelligence aids to understand different people and various situations and useful in taking decisions. Present study shows that the level of emotional intelligence of student-teachers' with respect to age and medium of instruction. Sample was collected from 63 student-teachers' from Mumbai. For data collection, questionnaire was prepared in Google form consisted of 30 items, covering key aspects. Data was analysed by using Percentage analysis. The analysis shows that more number of student teachers participated are below 30 years (41) than above 30 years (22) and are from English medium (54) than Hindi medium (09). It shows that the level of emotional intelligence among student-teachers who are below 30 years (75%) are higher than the student-teachers who are above 30 years (64%) and student-teachers who are from Hindi medium (74%) are slightly higher than student-teachers who are from English medium (71%).

*Corresponding Author

Dr. G Sujana Florence

Assistant Professor, Department of Education, Guru Nanak College of Education and Research, University of Mumbai, Maharashtra, India..

Keywords: Emotional intelligence, awareness, age, medium of instructions, student-teachers.

Introduction

The aim of education is to develop wholesome, balanced personality along with good academic achievement. The hybrid term "Emotional Intelligence" combining emotion and intelligence enhances high degree of reasonableness and rational thought. Emotional Intelligence or Emotional Quotient is the ability to identify and recognize emotions and feelings. It involves being aware, understand, interpret, regulate and manage emotions and guides thinking and behaviour accordingly. It helps to maintain better personal well-being and emotionally intelligent people motivates themselves, read social situation and build strong relationships. It leads self-confidence and realistic about themselves.

Emotional Intelligence is an ability and skill, which allows to maintain healthy and positive interpersonal relationships. Emotional Intelligence aids to manage stress, communicate effectively, de-escalate issues, solves problem and empathize with other people and to have leadership skill.

Need and Justification of the Study

An emotionally competent teacher is the heart and soul of any educational programme². As student teachers are the future teachers, it is important they are aware Emotional Quotient is more powerful than Intelligence Quotient. It means, IQ plays lesser role than EQ in achieving success. It will be helpful for them to manage academics and life successfully. A best academic achiever in the classroom having poor emotional intelligence has unable to get along with others. People who have high IQ may not have high EQ³. For achieving high level of Academic achievement more attention should be paid to their E. I. A student-teacher who has high IQ may not achieve high in academics because of the inability to deal with teachers or peers due of low EQ. 80% success in life depends on emotional intelligence⁴. So this study aims to study the level of Emotional intelligence of Student-teachers with respect to age.

Aim of the Study

Emotional intelligence and its influence on the professional readiness of Student-teachers

Objectives of the Study

- To study the level of emotional intelligence of the student-teachers with respect to age.
- To study the level of emotional intelligence of the student-teachers with respect to medium of instruction.

Methodology

Sample: Data was collected from 63 student-teachers. Among them 41 student-teachers of age below 30 years and 22 student-teachers of age above 30 years and 54 student-teachers from English medium and 09 student-teachers from Hindi medium.

Tool: The present study focuses to know the level of emotional intelligence of the student-teachers. Questionnaire was prepared by the researcher. Questionnaire consists of 30 relevant statements covering key components of emotional intelligence of the student-teachers. Questionnaire was prepared using Google form quiz and was circulated via online platforms for the student-teachers to solve the Emotional Intelligence quiz. Data was analysed using Percentage analysis.

Analysis and Interpretation

Data Analysis

For the present study, the researcher analysed the collected data to study the level emotional intelligence of the student-teachers on the basis of age and medium of instruction.

Objective 1

- To study the level of emotional intelligence of the student-teachers with respect to age.

Table 1: Details of the level of emotional intelligence of the student-teachers with respect to age.

Age	N	Percentage
Below 30 years	41	75%
Above 30 years	22	64%

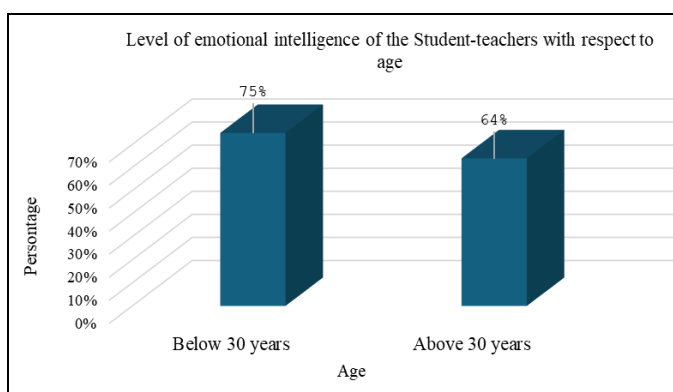


Fig 1: Details of the level of emotional intelligence of the student-teachers with respect to age.

Interpretation

- Table 1 shows that the number of Student-teachers' participated below 30 years (41) is significantly higher than the number student-teachers' participated above 30 years (22). This may be due to that mostly student-teachers take admission for B.Ed. program immediately after the completion of UG and PG degrees.

- Percentage analysis shows that the level of emotional intelligence of the student-teachers who are below 30 years are higher (75%) than the student-teachers' who are above 30 years (64%). It is interpreted that student-teachers who are below 30 years are having higher level of emotional intelligence comparing to the student-teachers' who are above 30 years.

Objective 2

- To study the level of emotional intelligence of the student-teachers with respect to medium of instruction.

Table 2: Details of the level of emotional intelligence of the student-teachers with respect to Medium of instruction.

Medium of education	N	Percentage
English medium	54	71%
Hindi medium	9	74%

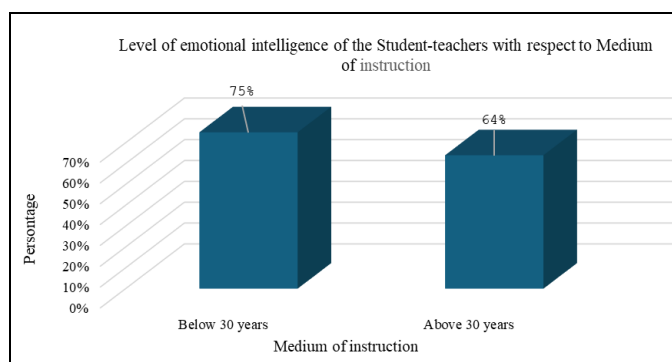


Fig 2: Details of the level of emotional intelligence of the student-teachers with respect to Medium of instruction.

Interpretation

- Table 2 shows that the number of Student-teachers' participated from English medium (54) is significantly higher than the number student-teachers' participated from Hindi medium (09). This may be due to that more number of student-teachers prefer to study in English medium than vernacular medium.
- Percentage analysis shows that the level of emotional intelligence of the student-teachers from Hindi medium are slightly higher (74%) than the student-teachers' from English medium (71%). It is interpreted that the level of emotional intelligence of the student-teachers from Hindi medium are slightly higher than the student-teachers' from English medium.

Recommendations

The present study recommends the policy makers, principals, teacher educators and student-teachers.

Policy Makers

- Teacher education curricula are regularly updated to align with the latest pedagogical trends and diverse learning needs to enhance emotional intelligence.
- Encourage research initiatives that explore research studies to study the needs and requirements of the students-teachers.
- Develop and implement policies that promote inclusive education practices by considering the capabilities, needs and professional requirements of the diverse learners including those with special needs to make learning more interesting to all.

- Create policies that encourage collaboration among teachers, schools, and communities to share best practices and enhance the overall educational experience.
- Marks can be allotted to encourage the active participation of the students-teachers.

Principal

- Motivate the students-teachers to participate in all activities with enthusiasm and interest. Different activities should be conducted so that student-teachers can participate as per their ability and interest, to ensure all the students to participate.
- Activities need to be planned to enhance EQ rather than only IQ. All domain based activities should be included in order to contribute for the emotional well-being of the student-teachers.
- Maintain a positive, inclusive, and respectful school environment that encourages students and staff to thrive academically and socially.
- Prioritize mental health and emotional support systems for students, ensuring that they have access to counselling services and stress-reduction programs.
- Use student performance data to inform decisions about curriculum adjustments, teacher support, and resource allocation.

Teacher Educators

- Faculty are responsible to implement and achieve the objectives of organizing activities promote emotional intelligence.
- Teacher educators should blend theoretical knowledge with practical classroom experiences to prepare student-teachers for real-world teaching challenges.
- Incorporate the development of critical thinking, creativity, communication, and collaboration skills into teacher training programs to better prepare future teachers to maintain the well-being of future generations.
- Provide training on understanding diverse cultural backgrounds and inclusive teaching practices to ensure all students feel valued and respected.

Students-Teachers

- Student-teachers should maintain positive attitude towards participating in such activities.
- Focus on building effective classroom management techniques, which are crucial for creating an environment conducive to learning and to avoid cut-throat competitions.
- Prioritize building positive, respectful relationships with peers, fostering trust and a supportive learning environment.

Conclusion

The findings of the present study indicate significant insights into the emotional intelligence levels of student-teachers based on their age and medium of instruction. The majority of student-teachers participating in the study were below the age of 30 years, and are from the English medium.

The analysis reveals that student-teachers below 30 years exhibit a higher level of emotional intelligence (75%) compared to those above 30 years (64%). This suggests that younger student-teachers may have more developed emotional intelligence, this greater adaptability could be linked to various personal and academic practices. As students-teachers who are above 30 years may be burdened

with household activities along with learning. They can be given counselling sessions and can be helped through mentoring activities.

Student-teachers from Hindi medium demonstrated a slightly higher level of emotional intelligence (74%) than those from the English medium (71%), suggesting that the medium of instruction may also play a role in shaping emotional intelligence. While the difference is modest, it highlights the need for further investigation into how language and cultural contexts might influence emotional intelligence of the students-teachers.

Overall, the study emphasizes the importance of fostering emotional intelligence among student-teachers, It suggests that teacher training programs should consider these factors to enhance the emotional intelligence of future educators, as emotional intelligence is crucial for effective teaching and student engagement.

References

1. Emotional Intelligence | Psychology Today. <https://www.psychologytoday.com/intl/basics/emotional-intelligence>.
2. ServiceSpace.org. Parker Palmer on the Heart of A Teacher, By Parker J. Palmer | Daily Good. <https://www.dailygood.org/story/1404/parker-palmer-on-the-heart-of-a-teacher-parker-j-palmer/>.
3. (PDF) Emotional Intelligence among High And Low Academic Achievers. *Research Gate* https://www.researchgate.net/publication/354322436_Emotional_Intelligence_among_High_And_Low_Academic_Achievers.
4. *IJSR-International Journal of Scientific Research | World Wide Journals*. [https://www.worldwidejournals.com/international-journal-of-scientific-research-\(IJSR\)](https://www.worldwidejournals.com/international-journal-of-scientific-research-(IJSR)) [http://www.worldwidejournals.com/international-journal-of-scientific-research-\(IJSR\)/404.php](http://www.worldwidejournals.com/international-journal-of-scientific-research-(IJSR)/404.php).
5. Best JW and Kahn JV. *Research in Education* (7th ed.). New Delhi, PHI Learning limited, India, 2002.
6. Garrett HE. *Statistics in Psychology and Education* (12th ed.) New Delhi, Paragon International Publishers, 2007.
7. Kothari CR. *Research Methodology, Methods and Techniques*, New Delhi, Wiley Eastern Ltd, 1986.